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The children will stock an aquarium and study the habits of the animals. They will watch the weather and the state of plants out of doors, and keep record of certain conditions. Frequent excursions will be made to the Lincoln Park zoo for a study of the animals in order to make paintings of them and to model them in clay. This will constitute the work in science and clay-modeling.

The first thing that needs to be made in the sloyd shop by every child is a clay-modeling board. As soon as this is finished, the children will begin work on their Christmas gifts in wood. Gifts will also be made of cloth or cardboard. At present each child is hemming a dust-cloth to use in keeping his desk and chair clean.

Housekeeping committees have been organized, and the care of the room given into their charge. The children will be encouraged to plan and give little parties occasionally, among themselves or to other grades in the school. At these parties there will be plays, games, songs, stories, and, less often, simple spreads.

The reading and writing will be carried on as needed by the children in the study of the subjects outlined. Not a day will pass in which the children shall not write and read; not as mere drill, but to satisfy a natural demand for information or expression, or for pleasure.

Number will be taught through the making of the things already mentioned. The correlated number work will be reinforced, if necessary, with drill, and, occasionally, with number games.

FOURTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

OUTLINE FOR OCTOBER AND NOVEMBER.

ELSA A. MILLER.

THROUGH the activities they pursued in the three preceding grades, and through their home experiences, the children entering the fourth grade are able to begin the study of city life.

They will consider (1) the necessities of city life; (2) how they are supplied; (3) how Chicago compares with other great cities, ancient and modern.

During October and November, while the weather is favorable, the children will make those models, maps, and records that require the greatest number of field trips. Later, during inclement weather, they will do that part of the work which requires the historical basis. Consequently more time will then be spent in reading and picture study.

History.—(1) Making a simple map of Chicago as it was before settlement, with typical areas and landmarks of the present day located thereon. The excursions mentioned under "Geography" will provide the necessary data. (2) Making a series of pictures showing the early settlement and the gradual growth of the city. (3) Making models of early vehicles and other means of transportation. (4) Making model of Fort Dearborn. (5) Study of explorations and pioneer life—Marquette, Joliet, the Indians. (6) Comparison of our roads, bridges, and methods of transportation with those of Rome, Athens, Venice, Cairo, Pekin, Paris, and London, by means of stories, reading, pictures, and stereopticon.

Geography.—Making relief map of early Chicago, with typical areas indicated, and simple maps showing systems of transportation in Chicago and principal bridges. Study of means of transportation. (1) Excursion: (a) through harbor down the river to drainage canal; (b) to Dune Park by railway; (c) to a farm by wagon; (d) to the north shore by elevated and electric roads: principal driveways, waterways, car lines, elevated roads, and railways to be indicated on map. (2) Building of roads under various conditions: (a) in sand (Dune Park); (b) in loam (farming country); (c) in clay (near drainage canal); (d) in woods (north shore); (e) in hilly sections (north shore). Location of principal viaducts, tunnels, and street and railway bridges. Various kinds of bridges—stationary, rotary, and swinging. Sources of materials used in road- and bridge-building.

Science.—Constructing models of roads. Study of materials: (a) cedar; (b) brick; (c) cobble-stone; (d) asphalt; (e) concrete; their adaptability, and resistance to wear and tear of traffic and to the action of the weather. Excursions to roads built of these materials. Condition of the roads, taking into account dates of construction and amount of traffic, to be compared with results arrived at by experiments, in the laboratory, on the various materials.

Study of homes of hibernating animals, preparatory to making boxes for specimens brought in by children. (The fourth grade is responsible for the care of all specimens collected by the school.) Observation of birds, with special attention to dates of disappearance, dates to be used for comparison with spring record. Condition of plants at Dune Park and north shore and

on the school grounds. Gathering seeds of plants characteristic of typical areas. Recording dates of disappearance of color in all plants characteristic of an area. Recording dates of hibernation of animals. Picture record of landscape, daily record of temperature, wind, and rainfall. Effect of same on soil, water, and air.

Number.—Estimating size of city and comparative length of lines of transportation from records of distances covered on excursions. Planning of maps to scale. Planning of boxes for science and geography work. Methods of buying materials for building purposes. Study of a road (one block in length) in process of construction near school grounds. Estimating (1) surface to be covered; (2) amount of material required; (3) cost of material; (4) cost of labor; (5) property-owners' assessments.

Square measure; volume; addition and subtraction of large numbers, and long division, involved.

Reading.—Stories of Marquette, Joliet, and the Indians. Stories on early modes of travel and means of transportation in foreign lands, such as "Ali in the Desert."

Writing.—Records in science, history, geography, and number work.

Language.—Sentence construction; recognition of subject and predicate and simple parts of speech. In written language, use of comma, question mark, quotation marks, and apostrophe.

Cooking.—Cooking and serving of fall fruits.

Housekeeping.—Organization of committees to look after science specimens, to care for desks and cases, the lunch-room and supplies for same.

Art.—Clay-modeling of animals used in transportation. Painting of pictures mentioned under "History." Study of effect of roads on landscape.

Music.—Exercises in ear-training, rhythm, breathing, note-reading, and writing. Writing simple original songs. Learning by rote songs relating to work, such as "Riding in the Cars," and songs for morning exercises.

Manual training.—Making boxes mentioned under "Science;" plate holders and knife and fork cases; sewing dish-cloths and towels, napkins, holders, and aprons.

Physical training.—Developing and corrective exercises; plays and games.

FIFTH AND SIXTH GRADES.

HARRIET T. B. ATWOOD, JENNIE CURTIS, WILLARD S. BASS.

THE outline for this month comprises statements from the above teachers as to how the subjects of reading, writing, and arithmetic are taught in their grades, with illustrations taken from the October work of fifth and sixth grades.

I. *Arithmetic.*—Throughout the school the aim is that arithmetic shall be closely correlated with the other subjects of study; *i. e.*, whenever a teacher